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ABSTRACT

This paper outlines a workshop that faculty development staff can offer to professors interested in preventing burnout and promoting self-renewal. The stress management workshop which is outlined is based on an adaptation of the Lazurus multimodal model. The fundamental assumption underlying the workshop content is that stress and burnout are products of cognitive, affective, and behavioral factors; thus, a holistic approach to self-management and self-renewal is needed. While the core modality is cognitive, it interfaces with the affective and behavioral modalities. The workshop emphasizes the systematic integration of assessment and change techniques across all three modalities. The emphasis throughout the workshop is on the need for faculty to have a comprehensive and systematic approach to stress management and renewal which can be obtained by focusing on the interactions among the three modalities. The structure and content of the workshop are outlined. (IAH)

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Holistic Stress Management for Faculty: How to Prevent Burnout and Promote Self-Renewal

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INTRODUCTION

Over the past several years it has become abundantly clear that academe has not escaped the ravages of stress that have invaded the corporate sector of American life. The often assumed idyllic state of the relaxed, contemplative, professoriate has become the repository of administrative red tape, time pressures, inadequate facilities, interpersonal conflict, role confusion, peer competition and a host of other problems (Boice, 1986; Seldin, 1987; Austin & Pilat, 1990). Several national reports have focussed on a low level of job satisfaction and morale among college faculty that is concomitant with, or perhaps causative of, job related stress and burnout(Bowen & Schuster, 1986; Boyer, 1987).

A number of general approaches to dealing with stress on campus have been suggested, but in the main they can be reduced to two levels: institutional and individual. For sure, universities and colleges can help reduce stress simply by clarifying expectations, goals, and standards so that faculty members can make informed decisions about allocating their time and effort. Nowhere is this more important than with respect to the promotion and tenure process. Flexibility in personnel matters and the provision for appropriate resources and support services have also been cited as institutional initiatives that can help minimize stress and prevent burnout (Austin & Pilat, 1990). Unfortunately such institutional concern is not always present and thus the ultimate

responsibility for managing stress and avoiding burnout devolves to the faculty members themselves. Since most professors have not been formally trained in stress management techniques, administrators are coming to see that faculty development programs need to include workshops and seminars on this topic. The paper presented here outlines a workshop that faculty development staff could offer to those professors interested in preventing burnout and promoting self-renewal.

As with any self-management topic, there are any number of ways in which a workshop on stress management could be structured and conducted. Most approaches to the topic are eclectic in nature, teaching a variety of disparate methods and strategies. As is generally true of self-management training (O'Keefe, 1985), however, these workshops often lack a conceptual and organizational framework without which comprehensive self-assessment is missing, integration lacking, and the choice of intervention techniques capricious. An approach to stress management which obviates such problems and provides a comprehensive, integrated model is the multimodal orientation of Arnold Lazarus(1981). Lazarus argues that if stress management training is to be successful, it must address the needs of the whole person and provide a systematic approach to self-assessment and change. His approach focuses on seven interrelated areas of human functioning: behavior, affect, sensation, imagery, cognition, interpersonal and biological. Successful stress management necessitates that each of these modalities be attended to in an orderly manner.

The outline presented in this paper for a stress management workshop is based on an adaptation of the multimodal model. The

fundamental assumption underlying the workshop content is that stress and burnout are a product of cognitive, affective, and behavioral factors, and thus a holistic approach (such as that espoused by Lazarus) to self-management and self-renewal is needed. While the core modality is cognitive, the workshop emphasizes the systematic integration of assessment and change techniques across all three modalities. To be more specific, the Rational Emotive Therapy (RET) model of Albert Ellis (1962) is employed to help faculty assess the dysfunctional and distorted cognitions which may underlie their emotional stress, ennui, or feelings of burnout. Techniques of thought stopping and rational disputation are then taught, which enable faculty to alter these dysfunctional thought processes and beliefs, thereby reducing their stress. Training in values clarification enables the self-renewal process to begin.

Since the cognitive modality interfaces with the affective and behavioral modalities (Yates, 1985) stress management techniques specific to these modalities need to be taught to the faculty. Progressive relaxation and graduated exposure are included within the affective modality along with systematic desensitization and imagery methods. Techniques and strategies such as contingency contracting, behavior rehearsal, and stimulus control receive considerable attention within the behavioral modality.

The emphasis throughout the workshop is on the need for faculty to have a comprehensive and systematic approach to stress management and renewal which can be obtained by focusing on the interactions among the three modalities. Institutional factors,

while not the primary focus, also receive attention, particularly as they are reacted to by faculty.

The structure and content of the workshop are as follows:

WORKSHOP OUTLINE

I. Workshop Objectives

1. To provide faculty with a conceptualization of stress, burnout, and self-renewal that will enable them to self-manage with respect to these issues.

2. To provide faculty with a theoretical base and a practical model for implementing changes that are holistic, systematic, and empirically sound.

3. To provide faculty with specific techniques that prevent and/or reduce stress and burnout, and promote self-renewal.

4. To demonstrate that cooperative interaction between faculty and administration can help structure an environment that prevents stress/burnout and promotes self-renewal.

II. Conceptualization of Stress/Burnout

A) Stress/burnout interface
(See Quick & Quick, 1984, pp. 56-57)

B) Definition and components of stress
1. Stress experience (eustress vs. distress)
2. Stressor
3. Stress response
a. General Adaption Syndrome (G.A.S.)
b. Alarm/Resistance/Exhaustion(A.R.M.)
(for II A & B see Quick & Quick, 1984, pp. 2-11)

C) Environmental determinants
- The contribution of organizational stressors to faculty stress is discussed in terms of physical, task, role, and interpersonal demands
(See Quick & Quick, 1984, pp. 19-42)

D) Personal determinants
- The contribution of one's physical condition, diet, work habits, personality, age, sex, attitudes, etc., to faculty stress is discussed and illustrated
(See Charlesworth & Nathan, 1982, pp. 19-31)

E) Effects of stress/burnout
   1. Behavioral consequences
   2. Psychological consequences
   3. Medical consequences
      (See Quick & Quick, 1984, pp. 50-62)

III. Self-management/Stress management for Self-development

A) Holistic conceptualization
- The importance of focusing on the whole person, rather than disparate aspects of the individual, is emphasized, as well as the relationship between self-management and stress management.

B) Holistic approaches for faculty
   1. Multimodal Model
      - the seven modalities (Basic I.D.) that comprise the Multimodal Model of Lazarus are discussed
      (See Lazarus, 1981, pp. 13-19)
   2. "Minimodal" model
      - the Basic I.D. is reduced to the A,B,C's for time and convenience in the workshop
      (See Rudestam, 1980, pp. 9-13)
      a. A = affect, sensory
         B = behavior, interpersonal, biological
         C = cognition, imagery
      b. Assessment and the A,B,C's
         1. Firing order
         2. Tracking
         3. Interaction effect
         4. Structural profile
         (See Lazarus, 1981, pp. 15 - 16; Lazarus, 1985, pp. 1 - 15)

IV. Stress/Burnout Assessment for Faculty

A) Organizational environment
- A group exercise is conducted in which each participant is asked to identify one physical, task, role, and interpersonal demand at work that creates stress
(See Quick & Quick, 1984, pp. 19-42)

B) Personal factors (general)
   1. Schedule of Recent Experience
      (See Davis, Eschelman, & McKay, 1988, pp. 5-8)
   2. Type A/B Personality Inventory
      (See Charlesworth & Nathan, 1982, p. 253)
   3. Stress/Burnout Awareness Diary
      (See Davis et al., 1988, pp. 17-19)

- Each participant is given copies of the above assessment scales and taught how to use them.

V. Change Strategies (General)

A) Alter environmental events

B) Avoid environmental events

C) Adapt to environmental events
   1. Cognitive strategies
   2. Affective strategies
   3. Behavioral strategies

At this point in the workshop the faculty members' self-assessment should have enabled them to discover the main sources of stress and potential burnout in their lives. Thus they should now be ready to consider general change strategies, which are reduced to three: (1) Faculty learn how to alter, modify, change, etc. external events (or get others to do it) or (2) Faculty learn to avoid encountering these events or (3) Faculty learn to adapt to that which they cannot alter or avoid. Each of these alternatives is discussed, and the consensus generally reached is that adapting is the most realistic and functional approach. It is always possible to adapt or adjust to circumstances (i.e. change oneself) but not always possible (or in some cases desirable) to alter or avoid environmental events. The three adaptive strategies (cognitive, affective, and behavioral) are then discussed, and after a general understanding is achieved, specific techniques within each modality are detailed and practiced as described in VI, VII, and VIII of this outline.

VI. Cognitive Strategies to Prevent Burnout and Promote Self-Renewal

A) Rational Emotive Therapy (R.E.T.)
   - The basic principles of R.E.T. are discussed and illustrated. Examples drawn from college teaching are provided.
   (See Davis et al., 1988, Chap. 10)
   1. Assessment
      a. Distorted thinking
         - Fifteen styles of distorted thinking are detailed and an exercise conducted.
         (See McKay, Davis, & Fanning, 1981, Chap. 13)
      b. Dysfunctional Belief Inventory
         (See Davis et al., 1988, Chap. 10)

2. Change techniques

a. Thought stopping
-The steps to be followed in interrupting stressful thought via thought stopping are detailed
(See Cautela, 1981, p. 247)

b. Distorted thinking and dysfunctional beliefs
- The specific steps that should be followed to change distorted thinking and dysfunctional beliefs are detailed
(See Davis et al., 1988, Chap. 10)

c. Values clarification
- Faculty are taught how to examine and clarify their personal values and the relationship of values to burnout and renewal
(See McKay et al., Chap. 12)

VII. Affective Strategies to Reduce Stress and Promote Self-Renewal

A) Systematic desensitization
1. Relaxation training
2. Graduated exposure
-The basic principles of 1 and 2 as they relate to systematic desensitization are taught to faculty and examples cited.
(See Fensterheim & Baer, 1977, pp. 105-110, pp. 154-172; McKay et al., Chap. 6)

B) Imagery techniques
- Faculty are taught to use idealized self-image and time projection.
(See Lazarus, 1978, p. 71 and p. 113)

C) Stress inoculation (a combination of A and B)
(See McKay et al., 1981, Chap. 7)

VIII. Behavioral Strategies to Reduce Stress and Promote Renewal

A) Contingency contracting and behavior rehearsal
1. Principles
2. Application
- Faculty are taught the principles and applications of operant conditioning to weaken bad habits and strengthen good ones. Behaviors that contribute to stress are the focus, as well as behaviors that promote renewal.
(See Watson & Tharp, 1989, Chap. 4)

B) Stimulus control
(See Watson & Tharp, 1989, Chap. 5)

IX. Interaction of Cognitive, Affective and Behavioral Approaches - The interactions among thoughts, feelings, and behaviors in relation to stress, burnout, and self-renewal are discussed, along with the implications for change.
(See Lazarus, 1981, pp. 81-87; McKay et al., Chap. 15)

X. Troubleshooting the System
-Faculty are taught methods for changing their approach when new problems arise or old problems go unabated.
(See Davis et al., 1988, Chap. 20)

Workshop Schedule

The topics outlined above could be presented to faculty in an all day workshop, but it would be difficult to do justice to each of them within such a time frame. It would be better to offer the workshop once a week for six weeks, according to the following schedule:

Week 1	Topics I, II, III	2 hrs.
Week 2	Topics IV, V	2 hrs.
Week 3	Topic VI	3 hrs.
Week 4	Topic VII	2 hrs.
Week 5	Topic VIII	2 hrs.
Week 6	Topics IX, X	2 hrs.

With such a time frame, faculty would be able to process the material during the week between sessions, practice some of the techniques suggested, and at the next session bring problems encountered to the attention of the workshop leader.

Summary and Conclusions

This paper has argued that a holistic approach to stress management is necessary in order to help faculty prevent burnout and promote self renewal. It has further argued that an adaptation of the Multimodal Model of psychologist, Arnold Lazarus, would provide such a holistic approach. The latter assertion is supported by the extensive research that has been conducted employing the Multimodal Model with diverse populations in a variety of settings: minority students in a four year college (Nieves, 1978); children in an elementary school (Keat, 1981); employees in an industrial corporation (O'Keefe, 1981); emotionally impaired children in a child care agency (O'Keefe & Castaldo, 1981); adult patients in a psychiatric hospital (Brunell & Young, 1982); teachers in elementary and high schools (O'Keefe, 1985); "high-risk students in a liberal arts college (O'Keefe & Berger, in press). Given such a track record, there is every reason to believe that a multimodal approach to faculty stress management will be equally successful.

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